

# Serving Our Communities: Comprehensive Dual Enrollment Plan 2021-2022



College of San Mateo

# Introduction

## Mission & Dual Enrollment Overview

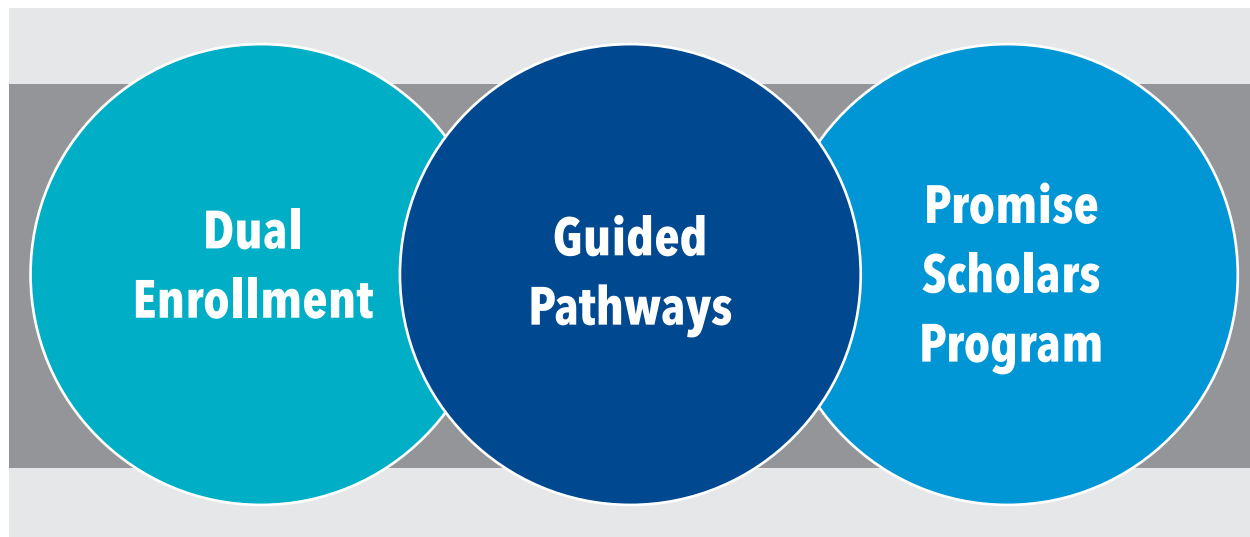
College of San Mateo's mission is to *"Foster success and ensure equitable opportunities for all of our students . . ."* In addition, the college's equity plan articulates our commitment *"to create a campus culture that is antiracist and equity-advancing."* Expanding our dual enrollment program in collaboration with high school partners is an equity imperative as we work to increase college access and completion, specifically among students who may not have considered post-secondary education as a viable option. Dual Enrollment allows high school students a unique opportunity to earn four-year college and university transfer credit and/or certificates in Career Education (CE) fields. Utilizing dual enrollment, high school students may attend college for free. The socioeconomic barrier of tuition, along with potential student loan debt, has been removed for dual enrollment students.

San Mateo County Community College District (SMCCCD) has made great strides, intentionally working to ensure equitable access to college. And as we have discovered, increased access also leads to greater success. Historically, the College of San Mateo graduation rates for "all students" by "Full Time" or "Part Time" status are as follows:

- Fall 2015 Full Time Cohort: 20% in 3 years
- Fall 2015 Part Time Cohort: 6% in 3.5 years
- Fall 2016 Full Time Cohort: 19% in 3 years
- Fall 2016 Part Time Cohort: 10% in 3.5 years
- Fall 2017 Full Time Cohort: 20% in 3 years
- Fall 2017 Part Time Cohort: 7% in 3.5 years

The cohort completion data signals disparities in completion among students who may or may not have the necessary social capital to navigate college effectively—or the resources to attend college full-time. It is important to note that first generation, socioeconomically disadvantaged students of color are often overrepresented in Part Time Cohort data. As an institution focused on equity, we are working to ensure all students from all backgrounds, and in particular students from underrepresented groups, have the resources they need in order to access and complete coursework successfully.

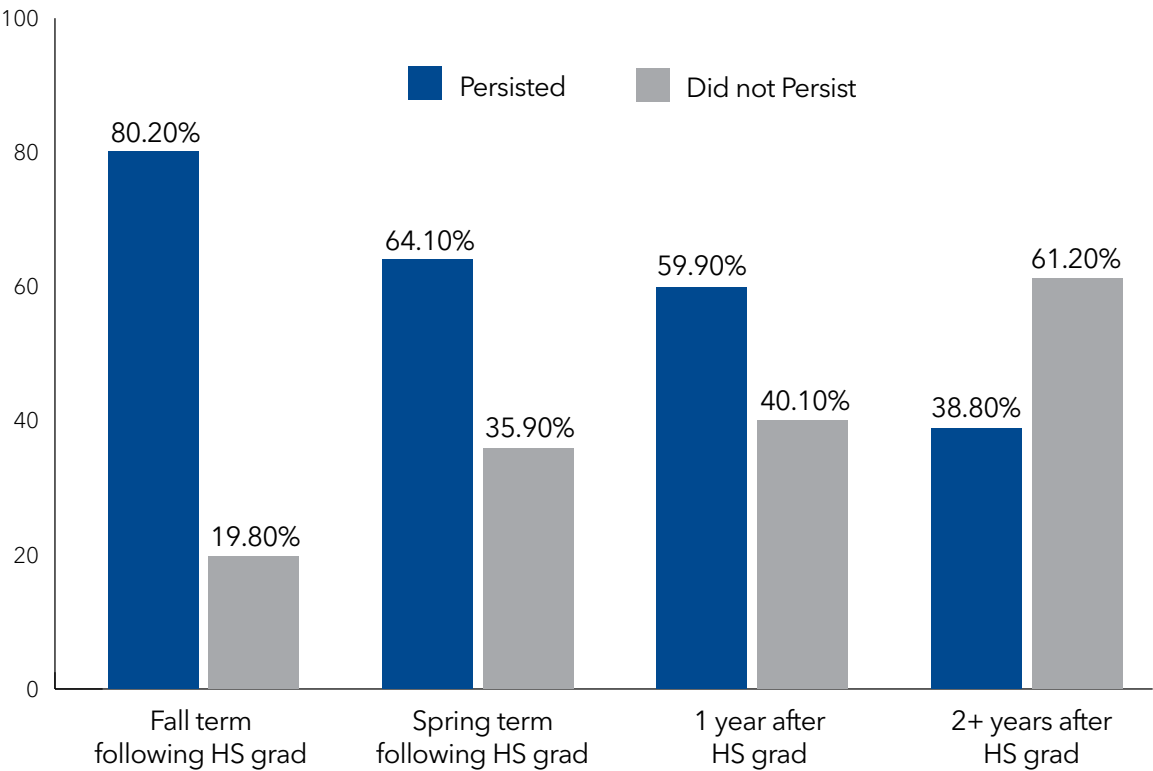
To facilitate students' seamless transition to college, we align Dual Enrollment with Guided Pathways and the Promise Scholars Program. We strive to truly bridge students' experience beginning with dual enrollment support and programming—which includes wrap-around, proactive support services and strategically scheduled coursework. Dual Enrollment, Guided Pathways, and the Promise Scholars Program are highly coordinated to afford students every opportunity to succeed in completing their degree or certificate goals. College of San Mateo is committed to reimagining the student journey.



At College of San Mateo, we take a strategic and thoughtful approach to aligning our initiatives and programs to promote student success. We are an institution that works collaboratively to bring our students the greatest chance for success. Students are at the center of all of our decisions. Even when College of San Mateo discusses a single program, we do so with the knowledge that the program works in tandem with other college initiatives and programs. As College of San Mateo reimagines the student journey from high school to college and beyond, we recognize participation in Dual Enrollment as a crucial first step. Dual Enrollment shapes the beginning of each student's college story. It is the launching point into college exploration and discovery. We empower students to find their "why" and to create for themselves their reason for pursuing post-secondary education. Dual Enrollment provides early access to post-secondary education in general and a supportive onramp to College of San Mateo specifically.

As the initial entry point to college, Dual Enrollment has the potential to significantly increase student college-going rates. The "delayed entrance" data below suggests the sooner students matriculate to College of San Mateo from high school, the more likely they are to persist and complete. Dual Enrollment, as a structured early access program, removes "delayed entrance" from the equation entirely as it further facilitates students' transition to College of San Mateo upon graduation.

### Delayed Entrance/Persistence Data

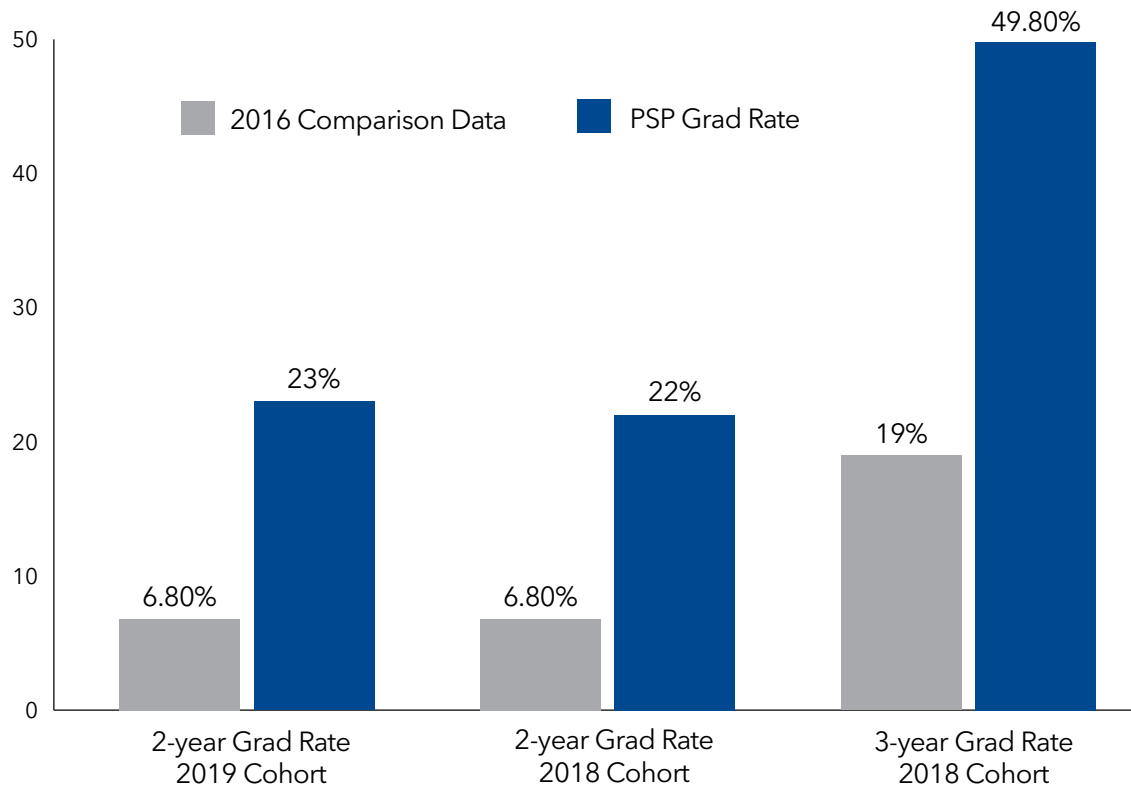


Just as Dual Enrollment is an important launching point for many students—and will continue to be refined as our institution makes improvements—so are the many educational opportunities that lie ahead as students’ take their next steps to college.

The Promise Scholar Program (PSP) Completion Data below demonstrate that students who transition to CSM and participate in the Promise Scholars Program complete degrees in two and three years at significantly higher rates. One of our objectives for Dual Enrollment is to increase the number of courses students may complete prior to matriculating and thereby shorten the amount of time it takes for students to complete a degree or certificate at CSM.



## Promise Scholars Program Completion Data



# Overview & Background

## High School Transition Programs

Using Guided Pathways as the roadmap to success for our students, Dual Enrollment will reimagine the student journey beginning in high school. At College of San Mateo, we understand this may be the first experience a student will have with our college so we want to ensure it is one that fosters success and learning, and especially for students who may not otherwise be considering college.

Currently, the college offers several ways for high school students to complete college credit: Concurrent Enrollment, Dual Enrollment, or Middle College. The following definitions distinguish each:

- **Concurrent Enrollment:** High school students register in community college courses that are scheduled as part of the regular community college course schedule. Students apply and register for courses independently without direct support from program staff. Depending on high school pre-approval, students may earn high school and college credit. Students may take courses for enrichment or advancement.
- **Dual Enrollment:** High school students take community college courses during their high school day on their high school campus. Course offerings are strategic, aimed at increasing student access to college, and aligned to the Intersegmental General Education Transfer Curriculum (IGETC) and/or Career Education (CE) pathways. Students may rely on the support of community college student services professionals throughout the application and registration process and individualized just-in-time supports are embedded within course sections as necessary to ensure student success. Students earn high school and college credit.
- **Middle College:** Middle College is high school program located on College of San Mateo's campus. Students earn high school and college credit. High school students complete English and social studies courses with Middle College high school faculty while taking College of San Mateo courses to complete their remaining high school credits. Middle College was established in 1998, and in recent years has expanded to serve approximately 200 students annually. Middle College serves San Mateo Union High School District and Cabrillo Unified School Districts.

Prior to 2019, College of San Mateo's Dual Enrollment Program offered courses at two "feeder" high schools:

- a. Half Moon Bay HS: Art 401, Art 405, History 201
- b. Hillsdale HS: Music 467.1, Music 468.1, Music 467.2, Music 468.2, Art 400.1, Art 400.2, American Sign Language 100, and American Sign Language 110

These courses were offered with two primary objectives:

- Begin partnerships with local high schools
- Improve long-standing infrastructure issues to establish specific pathways

Assembly Bill (AB) 288 was enacted October 2015. AB 288 allows for governing boards of community college and high school districts to engage in College and Career Access Pathways (CCAP). Dual Enrollment establishes the link as students earn college and high school credit simultaneously while in their junior and senior years of high school. AB 288 makes significant improvements to previous legislation, allowing high school students to earn up to 15 college units per term in designated academic programs that lead to a degree or certificate. Fully implementing and expanding CCAP Dual Enrollment opportunities is a shared priority among the SMCCCD colleges and partner high school and unified districts. AB 19 legislation was enacted October 2017. AB 19 provides California College Promise dollars to community colleges who support first-time, full-time students. SMCCCD committed these dollars to replicating the City University of New York's (CUNY) Accelerated Study in Associated Programs (ASAP). CUNY ASAP is a multi-year wrap-around support program which facilitates student degree completion. In Fall of 2017, College of San Mateo approved the Director of High School Transition and Dual Enrollment position and by Spring 2018 the position was publicized and filled. The Director led the college's Promise Scholars Program and Dual Enrollment.

This year, 2021-2022, the director is responsible for developing a comprehensive plan, which will serve the college and students well as we re-imagine dual enrollment. The director has worked with faculty, student services, deans, vice presidents, the college president, and high school partners to relaunch the dual enrollment program in Fall 2022. The Vice President of Instruction has partnered with Academic senate leadership to co-create a dual enrollment program that embodies collegiality and intentional, continuous feedback as we work together to develop a comprehensive dual enrollment program. The three-year dual enrollment plan includes the following participating high schools and other “feeder” schools:

<b>High School Feeders in our Service Area</b>
Aragon High School (SMUHSD)
Burlingame High School (SMUHSD)
Capuchino High School (SMUHSD)
Carlmont High School (SUHSD)
Half Moon Bay High School (CUSD)
Hilldale High School (SMUHSD)
La Costa High School (CUSD)
Middle College CSM (SMUHSD)
Mills High School (SMUHSD)
Peninsula Continuation (SMUHSD)
Pilarcitos Continuation (CUSD)
San Mateo Adult School (SMUHSD)
San Mateo High School (SMUHSD)
Sequoia High School (SUHSD)

\*Although Sequoia Union High School District is technically outside of our service area, College of San Mateo, historically, has drawn its largest number of high school students from Carlmont High School and Sequoia High School.

College of San Mateo will support each of the partner high schools listed above individually to provide strategic program maps of dual enrollment offerings based on student interest and need. College of San Mateo, along with our high school partners, has committed to providing equitable access to our students via dual enrollment. We continue to foster these good relationships as we work with purpose to provide San Mateo County students early, equitable access to post-secondary education.



# Vision

CSM's Dual Enrollment Program serves every high school student by giving each access to pre-transfer and workforce preparation pathways which lead to degree and/or certificate completion. We believe it is our moral imperative to create college pathways for all students so that they experience a liberatory education.

## Dual Enrollment Design Principles

### EQUITY:

- Focus on high school students who are first generation, socioeconomically disadvantaged, who may not already be college bound or who are underrepresented in higher education
- Use data and research to construct and guide with an equity focus our decisions
- Meet the needs of our disproportionately impacted students not considering post-secondary education

### STRATEGY:

- Work with high school sites on individually to create a dual enrollment team of local expert practitioners
- Build strategic and structured pathways that align with both schools from high school to CSM for career education or preparation for transfer

### SUPPORT:

- Build momentum and energy via marketing for classes that serve those not considering college
- Afford students the opportunity to gain skills and confidence they need to be successful and to empower them to discover their "why" earlier on
- Embed tutors and supplemental instruction support as necessary

## Dual Enrollment Goals:

Dual Enrollment goals for the next three years—based on both district and site-specific strategic plans—include the following:

- a. Use CCAP sections to increase the number of first generation, socioeconomically disadvantaged, students of color completing certificates and degrees at College of San Mateo (or transferring to 4-year institutions)
- b. Expand CE and transfer pathways to serve 3000 students in partner high schools (see figure 1 below)
- c. Increase the number of disproportionately impacted students matriculating to College of San Mateo who have completed CCAP sections
- d. Increase the number of disproportionately impacted students—first generation, socioeconomically disadvantaged students, students of color—matriculating to College of San Mateo and participating in CSM learning communities (Mana, Puente, Umoja, BEB, and KTP) and support programs (PSP & EOPS)
- e. Decrease the amount of time it takes marginalized full- or part-time students to complete at College of San Mateo
- f. Eliminate financial hurdles to access and completion (tuition, textbook, transportation, technology) and reduce student debt
- g. Establish bachelor's degrees as possible

Dual Enrollment expansion targets for the three SMCCCD colleges are noted below:

### SMCCCD Dual Enrollment Students – Current and Goal Targets

	2020-21 (Actuals)	2021-22 (Target)	2022-23 (Target)	2023-24 (Target)
<b>Skyline College</b>	2,669	2,850	3,000	3,000
<b>College of San Mateo</b>	<b>129</b>	<b>500</b>	<b>1,500</b>	<b>3,000</b>
<b>Cañada College</b>	0 (263 from Math ISAs)	250	500	1,000
<b>SMCCCD</b>	2,798	3,600	5,000	7,000
<b>% of San Mateo County 11<sup>th</sup> &amp; 12<sup>th</sup> Graders</b>	19%	24%	34%	48%

Note: Projected numbers estimated on expected program expansion and San Mateo County populations estimates provided by California Department of Finance.

# Resources & Structure

## Support Program & Infrastructure

The following model is developed to meet the expansion needs for Dual Enrollment and is a replication of the Promise Scholars Program. It includes the same or similar wrap-around supports for students engaging in Dual Enrollment at our high school partner sites.

Figure 2 details dual enrollment staffing—student ratios and expansion to meet demand.

Figure 3 details positions which are needed to support Dual Enrollment expansion internally and externally and facilitate students' successful transition to CSM.

**Figure 2:**

TITLE	RATIO
<b>Retention Specialist</b>	<i>Note: These positions typically work with Marketing &amp; Outreach and Admissions &amp; Records at the college. They host program onboarding information sessions for dual enrollment students. They support students when they need register, drop a class, connect with services</i>
<b>Program Services Coordinator</b>	1 to 1000 STUDENTS 2 to 2000 STUDENTS 3 to 3000 STUDENTS  <i>Note: They would each be focused on monitoring caseload master lists, processing enrollment of dual enrollment/middle college applications, cohort tagging, data documentation, conducting outreach presentations and onboarding dual enrollment students.</i>

**Figure 3:**

TITLE	RATIO
<b>Dual Enrollment Director</b>	Oversees the Dual Enrollment Program. This may become a dean position when the program is fully expanded.
<b>Scheduling/Admissions Technician (PSC)</b>	Scheduling technician dedicated to scheduling dual enrollment courses in banner aligned with the high school bell schedule, campus calendars and cohort tags. Once scheduling has subsided, they would then also process all dual enrollment forms in Banner for approval and assign registration dates.
<b>Director of Marketing</b>	Supports Dual Enrollment with marketing and outreach to parents, students and stakeholders associated with dual enrollment programming.

## Instructional Capacity and Viability

The Vice President of Instruction has begun conversations to better understand the need for faculty support. We recognize the importance of building a solid instructional infrastructure to support both student success and faculty success. Instructional operations and potential professional development components to enhance teaching and learning will need to be realized over time as we collaborate in developing a dual enrollment faculty professional development plan. We thank our faculty leaders as we work together to create a successful, sustainable program while addressing challenges as they may arise. We are in the process of clarifying and determining methods and teaching strategies to support both high school and college faculty success. In addition, the Vice President of Instruction is working with instructional and student services deans to determine a staffing plan by division and department.



# Data Plan & Benchmarks

College of San Mateo's Dual Enrollment Program will evaluate its programming with an equity centered approach. Dual Enrollment will use data on a term-by-term basis to drive decisions, make updates to our programming and address gaps to continue to meet the needs of our students. As a district, we are committed to aligning our evaluation efforts. SMCCCD Dual Enrollment leaders are meeting monthly with organization from our Director of Strategic Initiatives and Planning to align our goals, objectives, and benchmarks.

Benchmarks by term:

- Cohort Data: Cohort total, duplicated & unduplicated
- Unduplicated Review: Ethnicity, grade level, first generation status, gender
- Success Rates: Grades earned (by section and term), Avg Units earned, Avg GPA
- Completion and Matriculation: Students with 6+ units, number of students matriculating to College of San Mateo and SMCCCD

Our goals will be to meet with our district PRIE teams on a monthly basis to build out the necessary reports to be delivered on a weekly, monthly, and term-by-term basis. Our Dual Enrollment Program has established how to assess and evaluate the program term-by-term goals via a cohort update document [linked here](#).

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## Marketing Plan

The Dual Enrollment Program plans to roll out resources aligned with our new marketing brand.

### **Objectives:**

- Educate the campus community around Dual Enrollment, its intentionality and the difference between it and other high school programs
- Encourage a community practice and engagement with a Dual Enrollment Advisory Committee

### **Communication Elements:**

- Pathways presentations, fliers and social media campaigns for Dual Enrollment Pathways for our students and parents
- Pathways-specific presentations that are uniform and include job information, wages and transfer schools' rates for high school industry days and for faculty to present externally

- All of our materials translated for appropriate access
- Dual Enrollment Fact Sheet for external and internal partners
- Canva presentations for outreach and marketing into Dual Enrollment Pathways aligned with Guided Pathways presentations
- Videos to advertise dual enrollment to our students and faculty around what it is and what we offer here at CSM
- Bundle of 5-10 posts prepared to post throughout semester focused on Dual Enrollment offerings aligned with Academic and Career Communities that lead to CSM learning communities and programs

### **Audiences:**

- High School Students
- Faculty and staff
- High School Partners
- High School parents
- General Public

### **Website Updates:**

- Update the CSM website to reflect the following resources for our stakeholders:
  - Request a section to “request a transcript section”
  - Why dual enrollment?
  - FAQ Section for students and parents: requirements, grades, location, programming, benefits
  - High School Pathways: Inquiry Section
  - Reorganize the left navigation for high school programs in general
  - Overview Video with definitions for the site
  - Comparison table of high school programs to clarify definitions for all stakeholders

### **Dual Enrollment Marketing Materials**

- Student starter packs to include Dual Enrollment bags, study packs and t-shirts
- Table display, banner, or table cloth for tabling events for high school events
- Faculty starter packs and supplies for teaching Dual Enrollment sections



# Pathways Expansion and Community Partners

Pathways will be built based on student interest areas and college completion rates. We will continue to meet individual high school partner needs by providing completed road maps of each CE and transfer pathway. Pathways engage students in a cohort model, or students may enter as they are interested in participating. Pathways will evolve overtime through our continuous improvement process.

An example of this includes San Mateo High School's plan to roll out a cohort academy approach. Students in this Dual Enrollment Pathway starting their sophomore year of high school will (Figure 4):

- Complete 18 units of college credit
- Earn a Certificate in 21st Century Office Management
- Apply 12 units attained in transferable credit toward an Associate degree in Business Administration
- Earn 18 exploration units that are UC/CSU transferable and can be applied to an Associates and transfer

Figure 4 below includes a model Business and Exploration pathway:

**Figure 4:**

Pathway	Year 1 2021-2022		Year 2 2022-2023		Year 3 2023-2024		Year 4 2024-2025		Year 5 2025-2026	
	Fa '21	Sp' 22	Fa '22	Sp '23	Fa '23	Sp '24	Fa '24	Sp '25	Fa '25	Sp '26
Business	CRER 100	ADMJ 100	CRER 100	BUS 100	CRER 100	BUS 100	CRER 100	BUS 100	CRER 100	BUS 100
					BUS 101	BUSW 418	BUS 101	BUSW 418	BUS 101	BUSW 418
							BUS 420	BUS 103	BUS 420	BUS 103
Exploration			CRER 100	ADMJ 100	CRER 100	ADMJ 100	CRER 100	ADMJ 100	CRER 100	ADMJ 100
					COMM 130	KINE 101	COMM 130	KINE 101	COMM 130	KINE 101
							PSYCH 100	SOC 100	PSYCH 100	SOC 100

Figure 5 below include a model pathway that leads to completion of a Certificate of Specialization in Broadcast and Electronic Media. The model pathway also supports the completion of Film, Television and Electronic Media Associate in Arts or Associate for Transfer degrees. The pathway is a hybrid model—college faculty and high school faculty (who meet minimum qualifications) teach the courses. Figure 5 also includes a hybrid model leading to an Associate in Science Degree in Architecture.

**Figure 5:**

Pathway	Year 1 2021-2022		Year 2 2022-2023		Year 3 2023-2024		Year 4 2024-2025		Year 5 2025-2026	
	Fa '21	Sp' 22	Fa '22	Sp '23	Fa '23	Sp '24	Fa '24	Sp '25	Fa '25	Sp '26
DGME		DGME 113		DGME 113		DGME 113		DGME 113		DGME 113
			DGME 100	DGME 118	DGME 100	DGME 118	DGME 100	DGME 118	DGME 100	DGME 118
					DGME 118	DGME 102	DGME 118	DGME 102	DGME 118	DGME 102
ARCH		ARCH 120		ARCH 120	ARCH 140	ARCH 120	ARCH 140	ARCH 120	ARCH 140	ARCH 120
				DRAF 113		DRAF 113		DRAF 113		DRAF 113
							DRAF 121	DRAF 122	DRAF 121	DRAF 122

Pathway models will vary to meet the different needs of each of our local feeders. College of San Mateo will service each feeder individually to best meet the needs of students and the high schools.



## Proposed Pathways for Phase 1

High School/Feeder	Pathways
<b>Aragon High School</b> <i>(Still working w/Aragon to solidify pathways)</i>	The following are areas of interest: <ul style="list-style-type: none"> <li>• Business, Digital Media w/their faculty</li> <li>• Exploration (General Education)</li> <li>• Ethnic Studies</li> </ul>
<b>Burlingame High School</b>	<ul style="list-style-type: none"> <li>• Drafting / Architecture</li> <li>• Business</li> </ul>
<b>Capuchino High School</b>	<ul style="list-style-type: none"> <li>• Digital Media</li> </ul>
<b>Carlmont &amp; Sequoia* High School</b>	<ul style="list-style-type: none"> <li>• Electronic Music Certificate</li> <li>• Additional Certificate TBD</li> </ul>
<b>Half Moon Bay High School</b>	<ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Exploration (General Education)</li> <li>• Dental Assisting</li> </ul>
<b>Hillsdale High School</b>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Digital Media</li> <li>• Computer Science</li> <li>• Criminal Justice</li> </ul>
<b>La Costa Adult School</b>	<ul style="list-style-type: none"> <li>• ESL offerings that lead to ESL 400</li> <li>• Accounting Assistant Certificate</li> <li>• Facility Management Certificate</li> <li>• Dental Assisting Certificate</li> </ul>
<b>Middle College</b>	GE for Transfer Pathway to include these courses: <ul style="list-style-type: none"> <li>• Psychology, Math 120, Math 200, &amp; Career 100</li> </ul>
<b>Mills High School</b>	<ul style="list-style-type: none"> <li>• Drafting/Architecture</li> </ul>
<b>Peninsula Continuation</b>	<ul style="list-style-type: none"> <li>• Business</li> </ul>
<b>Pilarcitos Continuation</b>	<ul style="list-style-type: none"> <li>• Exploration/Support (General Education)</li> </ul>
<b>San Mateo Adult School</b>	<ul style="list-style-type: none"> <li>• ESL offerings</li> <li>• Accounting Assistant Certificate</li> </ul>
<b>San Mateo High School</b>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Criminal Justice</li> <li>• Ethnic Studies</li> <li>• Exploration (General Education)</li> </ul>

### Community Partners:

College of San Mateo's priority is to nurture rich, intentional, and meaningful engagement with service area community partners. The collective action of our community leaders—in education, health, business, civic and local government, philanthropists, non-profits, and community services is essential to San Mateo County becoming a healthy, vibrant community for all. We are excited to serve the following cities: Belmont, Burlingame, El Granada, Foster City, Half Moon Bay, Hillsborough, Millbrae, Miramar, Montara, Moss Beach, Princeton Landing, San Bruno (Capuchino), and San Mateo.

## Acknowledgments

Reimagining “dual enrollment” and, in fact, refashioning it into a comprehensive Dual Enrollment Program requires a steadfast commitment to innovation, service, communication, and educational equity (realized in increased college access and success). The success of the many items included in the college’s initial comprehensive plan relies on all college constituencies—students, classified staff, faculty, and administrators—coming together to share expertise, proactively communicate and address challenges, and take time to celebrate accomplishments. Soliciting input from a variety of areas in order to draft this initial comprehensive plan has required extensive time, analysis, and attention to detail. And we’re just getting started!

While a number of people have contributed ideas and input, I would like to acknowledge and thank especially the following people, beginning with Tiffany Zammit, Director of High School Transition and Dual Enrollment, for their commitment and dedication to this very important program.

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Director of Pathways and Promise

David McLain  
Director of Community Relations and Marketing

Fauzi Hamadeh  
Classified Senate President

Hilary Goodkind, Dean of Planning  
Research, Innovation, and Effectiveness

Kristi Ridgway,  
Acting Vice President of Student Services

Mike Holtzclaw  
Vice President of Instruction

Teresa Morris  
Academic Senate President